

HELTA



Hamburg English Language Teaching Association

Presentation Coaching:



delivering value faster!

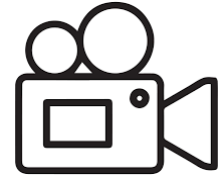
Rachel Appleby

Hamburg, November 2023


Three VIP students: Rob, Orsi, Kris

A

- Technician at HU TV; B1+
- 40' Conf. talk: Spain; own text
- Prezi: HU TV tech. developments; + live demo



B

- Art historian (?B1+); fluent German
- 20' Q+A after conf. talk 
- PPT + text translated from HU



C

- Politician; Passive B1-2; Active A2-B1
- 15' key-note speech at international conf.
- Speech prepared by speech-writers



What would you do? Is there any one thing that stands out for you?

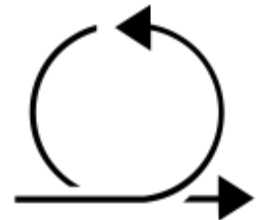
AGILE ... Key aspects?

MANIFESTO

“ ... a methodology to manage a project by **breaking it up into several phases**. It involves **constant collaboration** with stakeholders and **continuous improvement** at every stage.

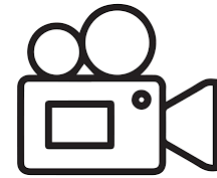
... an **iterative** approach that helps teams **deliver value to their customers faster**. ...

Teams cycle through a process of **planning, executing, & evaluating**, so as to be able to respond to change quickly.



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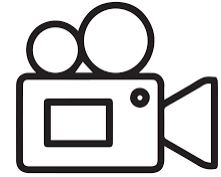
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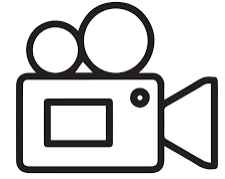
Rob: Technician at HU TV



- B1+ 40' Conf. talk: Spain
- **“The new HU AI system for face / place recognition on images in the archive”**
- Prezi frames: very HU-centric (+ typos)
- Text – not written > “on the fly”
- Spoken English: lacking fluency; jumpy
- Keen to include a live demo of the software

Where would you start?

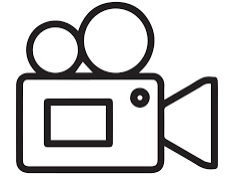
Rob: Technician at HU TV



- Clarify content
- Write text (how?)
- Correct typos
- Work on fluency
- Record a demo
- “Internationalisation”



Rob: Technician at HU TV



Fluency

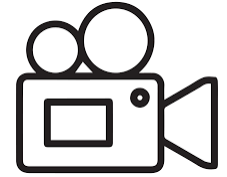
“... the Audio-visual Archive in Hungary ...”

“This AI is able to reduce the workflow. ...”

“They have to add a new identified face. ...”

How can you help here? [Tip: “hidden” sounds]

Rob: Technician at HU TV



Fluency

“... the /j/ **A**udiovisual l **A**rchive ve in Hungary

“This s **A**I /j/ is able to reduce the workflow

“They have to /w/ **add** a new “identified” face



Pron: “vanilla ice cream” rules

Fluency

- Where could you include a link sound?
- What is the sound? /j/ /w/ /r/ ?

1. The ^{/j/}other person is late.

2. If you go over to the right ...

3. "I saw a film today, oh boy" [Beatles 🎵]



Pron: “vanilla ice cream” rules

Fluency

- Where could you include a link sound?
- What is the sound? /j/ /w/ /r/ ?

1. The /j/ other person is late.

2. If you go /w/ over to the right ...

3. "I saw /r/ a film today, oh boy" [Beatles 🎵]



RULES: If the first word ends with ...

... /i:/ /ai/ /ei/

use /j/

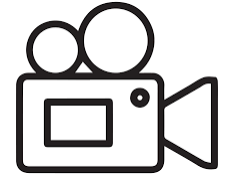
... /əʊ/ /u:/

use /w/

... /ə/ /eə/ /ɪə/ /ɑ:/ /ɔ:/

use /r/ (or avoid / add a [ʔ] glottal stop).

Rob: Technician at HU TV



Collaboration & annotation:

Anonymous Badger
e_/y/other person.



.. I would like to **demon**strate

.. with just **1%** [p'cent] **confidence**

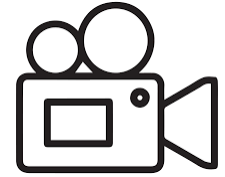
.. we **don't** have_a d'tect'ble person.

👁️ It's a **pleasure** ... 😊 for me ...

Recorded demo:



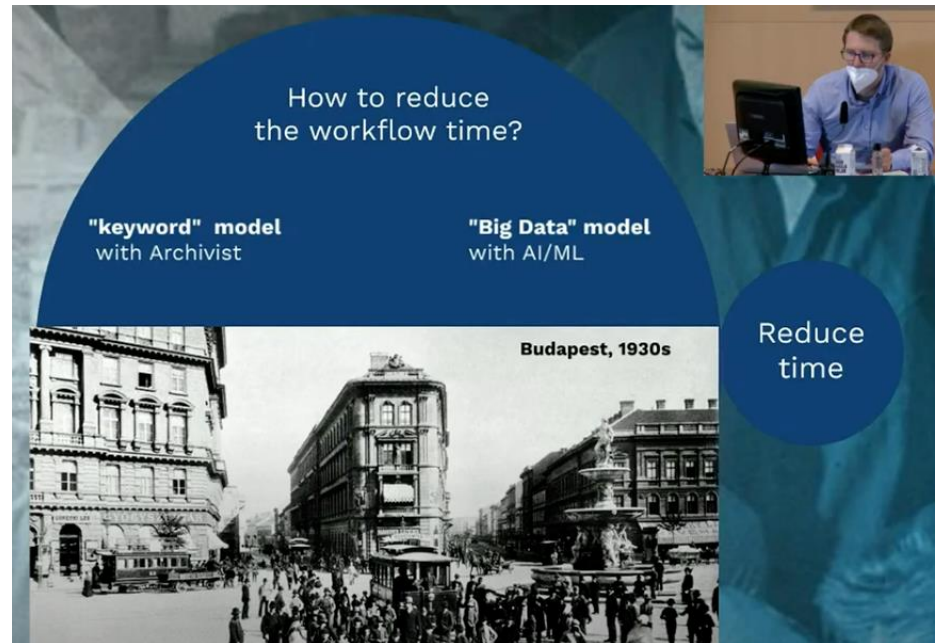
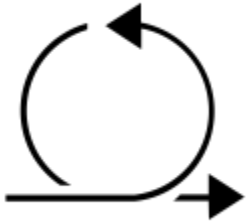
Rob: Technician at HU TV



OUTCOME

- Relaxed, spoke naturally
- Confidence ↑
- YouTube video

AGILE



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Orsi: Art Historian

- (?B1+); fluent German; 20' Q+A (online)
- PPT slides + text translated from HU
- **“The ‘real facts’ behind the art collection (1552–1634) of Hans Steining: Venetian Renaissance” –**
“one of the most prestigious collections of its times in Augsburg”
- Struggles with dates & numbers
- ‘German’: pron; grammar
- Terrified of questions at end



Where would you start?



Orsi: Art Historian

- Asks me to ask Qs about content
- Simplification of language
 - Shorter sentences; vocab
- Confidence building
 - Talking through text

(10) "Mary Magdalene Observing Herself in a Mirror, with Two Female Figures"



Paris Bordone:
Venetian Women
at their Toilet
© National Gallery of
Scotland, Edinburgh

Provenance:

- Giovanni Paolo and Lodovico Widman (Venice), 1648
- Alvise Molin (Venice), 1667
- Teresa Grimaldi-Pallavicini (Genoa), 1830
- Andrew Wilson (Edinburgh), 1830--1859



Orsi: Art Historian

- Talks through content; answers random Qs
- Talks more confidently
- Accepts help with pron (e.g. sentence stress)
- Does not accept suggestions for PPT
- Accepts some text changes
- Accepts help with pausing etc. > sends revised text
- Rejects other offers of support





Orsi: Art Historian

- Still struggling with ...
 - Questions ★
 - Pronunciation
 - “Sounding English”
- Worries:



Orsi: Art Historian Questions



➤ SOLUTIONS:

- (1) How to handle Qs
- (2) What language to use
- (3) Write Qs; prepare As



Orsi: Art Historian Qs (0)



➤ SOLUTIONS

(1) How to handle Qs



“If you have a question...

(a) ... **feel free** to write it
in the chat box / to
interrupt at any time.

(b) ... please ...
keep it to the end / put it
in the Q+A box.

What's your preference?

Orsi: Art Historian Qs (1)



How to answer NOW (& give yourself time!):



1. Listen carefully, and welcome the question!
2. (b) *Pause for 3 seconds.*
3. Make sure everyone has heard (repeat if necessary)
4. (c) *Rephrase to clarify (if necessary).*
5. Ask if someone else would like to answer.
6. (a) *Answer (briefly). (Don't lie!).*
7. If you don't know the answer, offer to find out.
8. Check the questioner is satisfied with the answer.

Orsi: Art Historian Qs (2)



➤ SOLUTIONS

(2) What language to use

Cue words:



Thanking for a good question

I'm glad you asked that. / Good point!

glad

That's a very good question.

good

Responding to difficult questions

Yes, I see your point. However,

point

That is an accurate observation. Let me explain. ...

explain

Orsi: Art Historian Qs (3)



➤ SOLUTIONS

(3) “The Q&A”: write Qs; prepare As



Q: Do you have any idea who made the list?

A: *I wish I knew, but I don't. Based on my research I ...*

Q: How can you be sure that Steininger's inventory contained original works and not copies?

A: *Thank you. I have no hard evidence but ...*

Q: Do you know where the collection is now?

A: *I'm afraid not. However, Steininger certainly had ...*

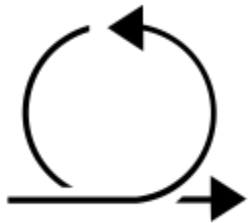


Orsi: Art Historian

OUTCOME

- Questions “more clever than I expected”!
- Realised I had helped her in more / different ways
- Confidence ↑
- Follow-up lessons

AGILE



Hans Steininger (1552–1634)
and his "famosissimo studio"
in Augsburg



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Kris: Politician



Can you guess what these words are?

1

/ək. 'se.səb. | 'helθ, ker/

2

/ə. 'fɔ: .dəb. | 'haʊz. ɪŋ/

3

/'eɪ. liə. neɪt/

4

/æŋ 'zaɪ. ə. ti/

5

/,ɔ: .θər. ɪ 'teə. ri. ən/

6

/ə. 'vɔɪ. dəb. | /



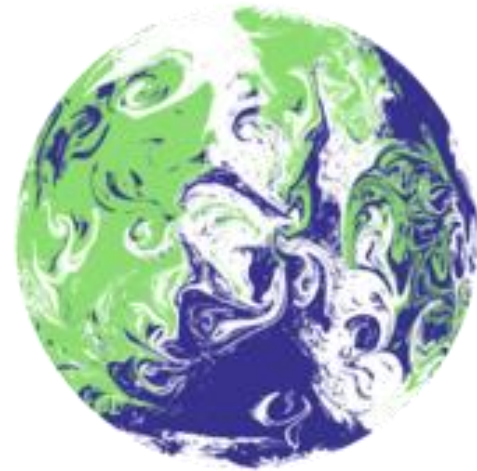
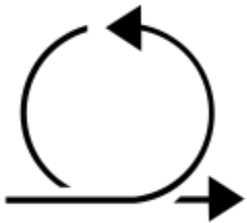
Kris: Politician



OUTCOME

- “A success”
- Competent; knowledgeable; conversations ...
- Confidence ↑
- Vienna; Glasgow COP26

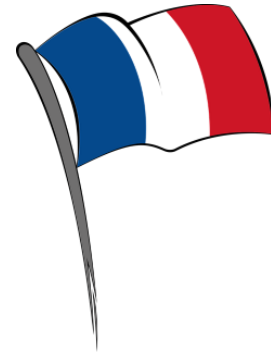
AGILE



Dávid: Cognitive neuroscientist



- Active: B2-C1 / Passive: C2
- **“To improve my English”**



- 60' / week
- Occasional ideas for talk intros to check
- Interested in many things; loves chatting
- Understands a lot; is usually understandable
- Makes many grammar & pronunciation mistakes

Where would you start?

Dávid: Cognitive neuroscientist



- T: "What would you like to do today?"
St: "You know best!"
- T: "OK! Shall we check the homework?"
St: "Erm. I've been busy. It's not ready."
- T: "OK. We can look at the homework together. You can also tell me about your conference talk last week, - oh, and I have an article to show you. What shall we do first?"
St: "Oh – the article!"

Dávid: Cognitive neuroscientist



- Loves talking about himself.
- Very happy to be corrected.
- Always has questions.
- Very interested in grammar rules and what they tell us about the speaker / situation (e.g. 1./2. conditionals; *will/going* to etc.)
- Accepts help with pron. (e.g. sentence stress)
- Doesn't usually do his homework ('tho intends to)

Any more ideas on what to do?

Dávid: Cognitive neuroscientist



Working responsively – A seminar intro (Elevator pitch)

Seminar topic: STATISTICAL LEARNING; **Dávid:** The brain and 'local sleep'

- 1: Your product name and category.
- 2: The problem you are attempting to solve.
- 3: Your proposed solution.
- 4: The key benefit of your solution.

<https://fullfocus.co/the-4-components-of-a-compelling-elevator-pitch/>



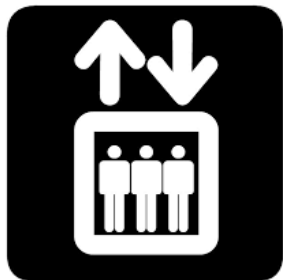
1

- 1: Who you are / who you represent
- 2: The topic / your area of interest – and why!
- 3: Some details (interesting facts!)
- 4: The key benefit of someone listening / talking to you.



2

- 1: 'Did you know..?' 'Did you sleep well?' 'Is sleep important?'
- 2: 'Some scientists say... However, ...'
- 3: Your topic / area of interest
- 4: Who you are / who you represent



Dávid: Cognitive neuroscientist



Working responsively (1): Lesson record

FEEDBACK SHEET

Name(s):

Date:

Input covered: (topics, language points):	
Suggestions for follow-up:	
Homework:	
Miscellaneous comments:	

Feedback – language work

Language I like 😊	? I'm not sure about this	➤ Alternative / improved version

Vocabulary + definitions

Rachel

Dávid: Cognitive neuroscientist



Working responsively (2): Feedback sheet 😊 ?

FEEDBACK SHEET

Name(s): ... Dávid

Date: ...31 October 2023, 11.30

Zoom Link: <https://us02web.zoom.us/j/123456789>

Input covered: (topics, language points):	
Suggestions for follow-up:	
Homework:	
Miscellaneous comments:	Zoom Link: https://us02web.zoom.us/j/123456789

Feedback – language work

Language I like 😊	? I'm not sure about this	➤ Alternative / improved version
	I will participate in a meeting ... <u>unlogical</u>	
The circumstances are terrifying	There will be a 5 <u>minutes</u> video	
Role-playing activities	atypical; subtle [pron.]	
I had to organise lots of institute visits.	A little bit out of topic	
It depends on the Committee	<u>I</u> born in Szeged.	

Dávid: Cognitive neuroscientist



Working responsively (4): Lesson summary

FEEDBACK SHEET

Name(s): ... Dávid

Date: ...31 October 2023, 11.30

Zoom Link: <https://us02web.zoom.us/j/123456789>

Input covered: (topics, language points):	Bp. Conference / Zoom talk in New York French meeting (on Thurs.) <i>Will vs going to</i>
Suggestions for follow-up:	Talking about the future; <i>for/since</i> with present perfect.
Homework:	<i>Will / going to</i> exx; v/w pron. poem (learn 1 verse)
Miscellaneous comments:	Zoom Link: https://us02web.zoom.us/j/123456789

Feedback – language work

Language I like ☺	? I'm not sure about this	➤ Alternative / improved version
	I will participate in a meeting ...	<i>I'm going to ...</i> (is it fixed? time + place?) ➤ <i>I'm going to</i> (planned but not fixed)
	unlogical	illogical (also: illegal, illiterate)
The circumstances are terrifying	There will be a 5-minutes video	a 5-minute video (a meeting that lasts 3 hrs? > a 3-hour meeting)
Role-playing activities	atypical; subtle [pron.]	/ <u>ex</u> 'tɪpɪkl/; /'sʌtl/ subtle
I had to organise lots of institute visits.	a little bit out of topic	a little bit off topic [out of fashion, out of order, out of sight, ...]
It depends on the Committee	I born in Szeged.	I was born in Szeged

Vocabulary + definitions

align with	To be in the correct position in relation to sth. else
(help-yourself) buffet	a meal where you serve yourself from a table which has different options
advice (u/c)	A piece of advice; some advice; plenty of advice

Rachel

Dávid: Cognitive neuroscientist



Over several weeks:

- Grammar points (conditionals; *will / going to*)
- ‘Vocab families’: shifting stress; word-building tables
- His conference talks; TED talks: fluency; pron

Working responsively:

- Chat / “news”: listening / feedback (sheet)
- Flexibility
- “You know best!”
- Regular recap [lesson records]
- Random articles – mine; his; > vocabulary
-

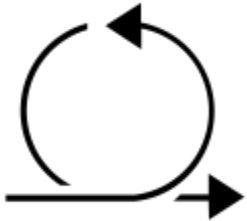


Dávid: Cognitive neuroscientist



OUTCOME

- “They loved my intro.”
- Remains curious & motivated
- New ideas about language / about speaking in public
- “That was a super-useful lesson.”
- “Imagine: I submitted my application for ..
- “Have you heard, they fired ..
- His confidence has increased!

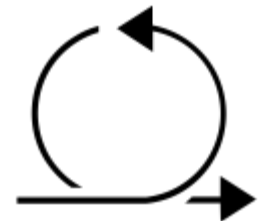


AGILE ... what is it?

“ ... a methodology to manage a project by **breaking it up into several phases**. It involves **constant collaboration** with stakeholders and **continuous improvement** at every stage.

... an **iterative** approach that helps teams **deliver value to their customers faster**. ...

Teams cycle through a process of **planning, executing, & evaluating**, so as to be able to respond to change quickly.

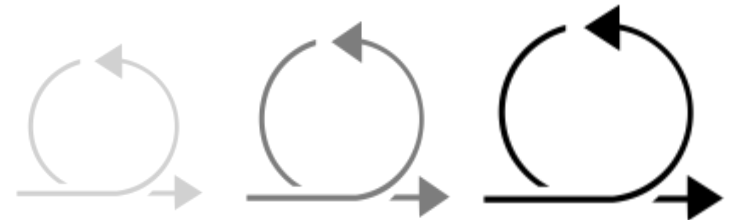


AGILE ... Key for me:

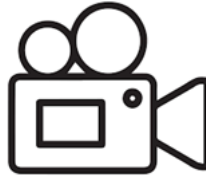
- planning > executing > evaluating
- collaboration
- iterative (incremental steps)
- continuous improvement

↓
responding
to
change
↓

 **deliver value faster**



AGILE



- **Plan > execute > evaluate**

- S expectations
- T's role > discuss & agree
- Respect S expertise (topic; style; audience); control

- **Collaboration**

- Prezi; Google docs
- Editing rights > who will correct + when

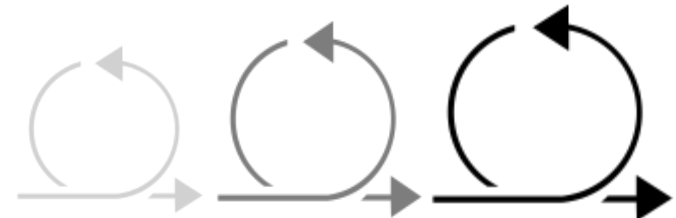
- **Iterative (incremental steps)**

- **Rob**: Prezi frames fine-tuned; fluency
- **Orsi**: chat; random Qs > trust > Qs > confidence
- **Kris**: text edits; pron: stress; pausing; audio
- **Dávid**: 'in the moment'; short 'sprints'; online resources







- **Continuous improvement**

 **deliver value faster**

↓
**responding
to
change**
↓



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↓
responding
to
change
↓



Rob: Prezi frames fine-tuned; Google doc: annotating; fluency (linking sounds)



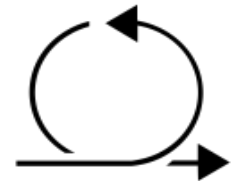
Orsi: chatting through; Qs to build trust; how to handle questions



Kris: text edits; pronunciation; audio recording: stress; pausing; audio



Dávid: responding to immediate needs / interests;
(drawing on my ELT / BE expertise; online benefits!)



Conclusions 1



Be a **teacher**:

Provide **long-term strategies** > student independence

- Rules, e.g. linking sounds; Soundscripting
- Handling questions (language)
- Phonemic script; clicking fingers; "drilling"
- Online resources; ELT expertise; flexibility



Conclusions 2



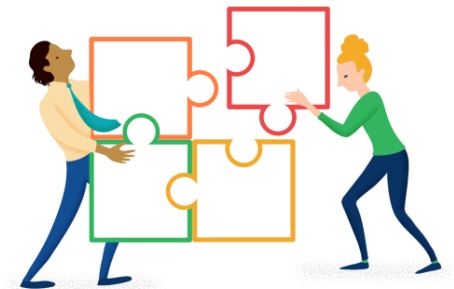
Be a **coach**:

Show respect; offer support/advice

- Handling questions (approach)
- Making a recording

“ The **student** is the expert on **content**, and the **teacher** the expert on **language form**.

WILBERG, 2002



References

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